Tier II Intervention

Check-in/Check-out (CICO)
THE BEHAVIORAL EDUCATION PROGRAM (BEP)

MBI/MTSS Consultants

Objectives

- MBI/MTSS Team will understand the components of the Check in/Check out Systems
- MBI/MTSS Teams will determine their readiness to implement Check in/Check out
- MBI/MTSS Teams will complete the CICO Action Plan and Implementation Guide (handbook)
- MBI/MTSS Teams will increase their understanding of small group interventions.

Resources

- Behavior Education Program Book
- DVD
- Sample CICO Handbooks
- Workbooks (4)
- Power Point Presentation
- CICO Action Plan

Modules

1. Functional Thinking and Readiness for Implementation
2. Check in/Check out Systems (nuts and bolts)
3. Staff Training, Student and Parent Training
4. Evaluation and Monitoring Progress

Booster Sessions:

Attendance

Internalizers

Individualizing

Module 1 Readiness

Goals

Understand the function of behavior and the role in changing student behavior

Understand the readiness & responsibilities of implementing the Tier II System of Check-In Check-Out

Putting Montana Students First A+

Explanations of Human Behavior

❖Biophysical Explanations

❖Developmental Explanations

❖Behavioral Explanations

Focus On What We Can Change

- Factors over which we cannot change

- Venting

- Some is helpful as educators

- Lead to less productive meetings, instruction & supports for students

What we can do in the classroom to **Change** student problem behavior

This starts with student learning……

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Putting Montana Students First

The ABC's of Behavior:

- Understanding the function of behavior is the first step in changing the behavior.

- Understanding comes from <u>repeated</u> observation of:

A – Antecedent (stimulus before the behavior)

B – Behavior (the observable and measurable act)

C – Consequence (what occurred after the act to maintain or increase frequency)

https://www.youtube.com/watch?v=GxcIM8klHuY (8.5 min)
https://www.youtube.com/watch?v=4G_4U_6IB1U&feature=em-share_video_user#t=2.213772 (4 min)

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ABC's of Understanding Behavior

- Understanding the function of behavior is the first step in changing the behavior.
- Understanding comes from <u>repeated</u> observation of:
  - What happens **before (A or antecedent)** the behavior occurs?
  - What is the **behavior (B)?**
  - What happens **after (C or consequence)** the behavior occurs?

$$A \rightarrow B \rightarrow C$$

Understanding the Vocabulary

Need to look at the effect on behavior to determine whether a consequence is punishing or reinforcing

- Reinforcement

- Reinforcer

- Reinforce

- Negative Reinforcement

Both positive and negative reinforcement refer to operations that INCREASE the probability/ frequency of a response!!!

Human Behavior Is....

- Functional

- Predictable

- Changeable

Why Does CICO Work?

- Improved structure
  - Prompts throughout the day for correct behavior
  - System for linking student with at least one adult
- Increase in contingent feedback
  - Feedback occurs more often and is tied to student behavior
  - Inappropriate behavior is less likely to be rewarded
- Elevated reward for appropriate behavior
  - Adult and peer attention
- Linking school and home support
- Organized to morph into a self-management system

Build On A Solid Foundation

MTSS *at Capital High School*
Multi-Tiered Systems of Support

ACADEMIC   **BEHAVIORAL**

Tier 3 Academic Supports:
- System 44
- Pre-Algebra Select
- Alternative Placement (Access to Success)
- Special Education
- Check and Connect

Tier 3 Behavioral Supports:
- E-Net
- Alternative Placement
- CSCT
- Check and Connect

Intensive Academic Support

Intensive Behavioral Support

Tier 2 Academic Supports:
- Mentoring
- Check-in/Check-out (CICO)
- ASIST
- ASIST-SH
- Read 180 (Reading Lab)
- Credit Recovery
- PAL
- Applied Courses (Biology & English)
- Scheduling

Tier 2 Behavioral Supports:
- Mentoring
- Check-in/Check-out (CICO)
- Transitions
- Project Success
- Scheduling

Increased Academic Support

Increased Behavioral Support

Tier 1 Academic Supports:
- Differentiated Instruction
- STAR Math
- Parent Contacts
- Home Visits
- Small Learning Communities

Capital Code (MBI)
★ Be Responsible
★ Be Respectful
★ Be a Graduate

Guaranteed Viable Curriculum (Common Core)

Effective Classroom Practices

Positive Relationships

Tier 1 Behavioral Supports:
- Teaching the Capital Code school wide
- Parent Contacts
- Home Visits
- Small Learning Communities

FOUNDATION: Creating success for all students at Capital High School

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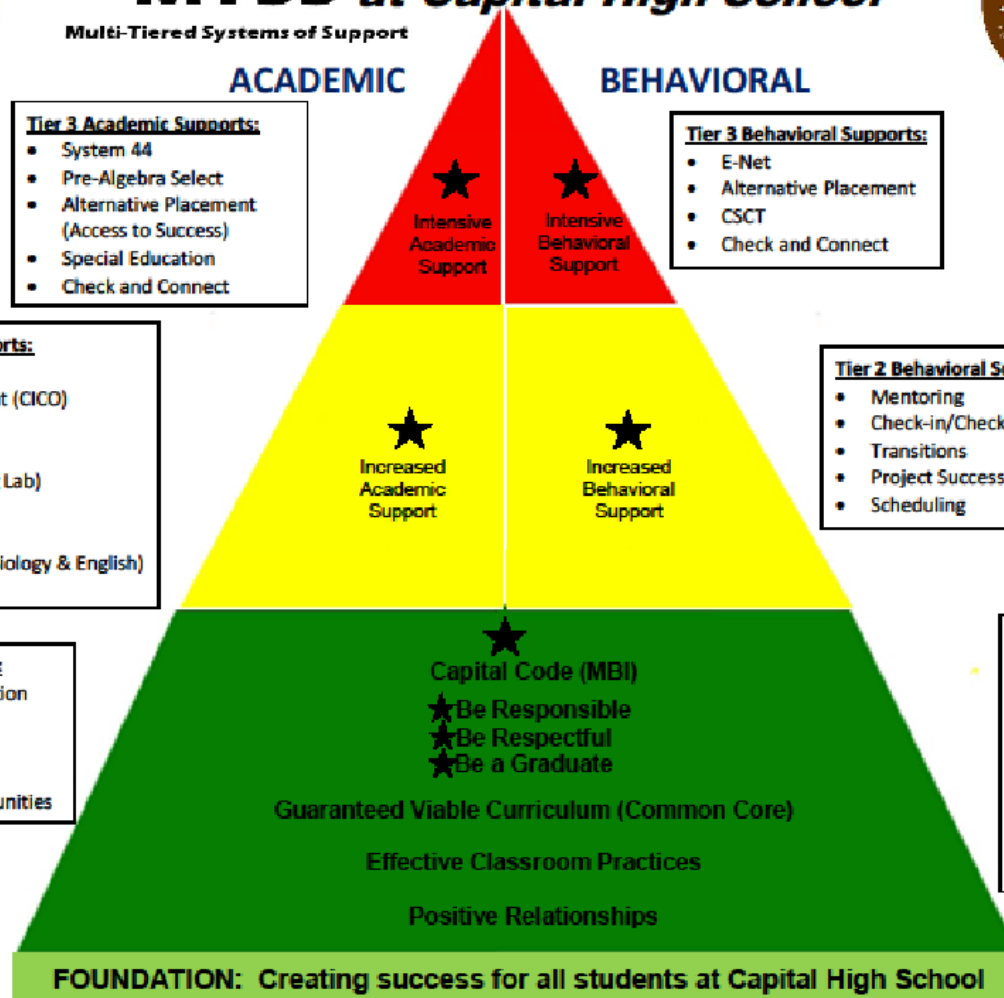
Brief Critical Features of Tier II Interventions

1. Linked to SW expectations and academic goals.

2. Continuously available

3. Implemented within 3 school days

4. Modified based on assessment and outcome data

5. Structure to handle relevant situations.

Critical Features Continued

6. Includes positive and/or corrective feedback

7. School-home communication system weekly.

8. Orientation/training for all stakeholders

9. Opportunities to practice new skills daily

Module 1 Activity

Read pages 1-9 and Complete Activity #1

Fidelity Check: Readiness

With a fist of 5, show your team's response to readiness for CICO

- Tier 1 in place

- Classroom Effective Practices

- Administrative commitment & support

- Staff commitment

Module 2
Check in/Check out Systems

Goals

- Understand and create a Check-In Check-Out System for your school

- Create a handbook of your school's CICO System

Check-In/Check-Out
Targeted Intervention

Description:

- **Same** for all youth on intervention
- Each coordinator checks in and out with students
- **Same** check in and out time
- Goals are School-wide (Citizenship) expectations
- Goals are same for all students
- Rating is the same for all students
- **Same** Daily Progress Report (DPR)

Recommended Reading Implementation of BEP/CICO

Crone, Hawken, & Horner (2010). *Responding to Problem Behavior in Schools: The Behavior Education Program* (2nd ed). New York, NY: Guilford Press
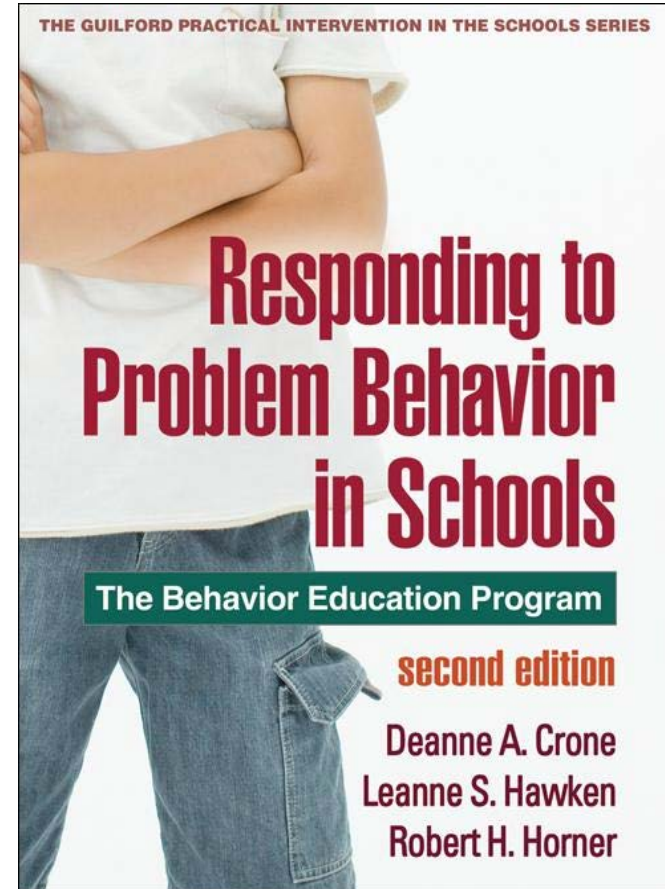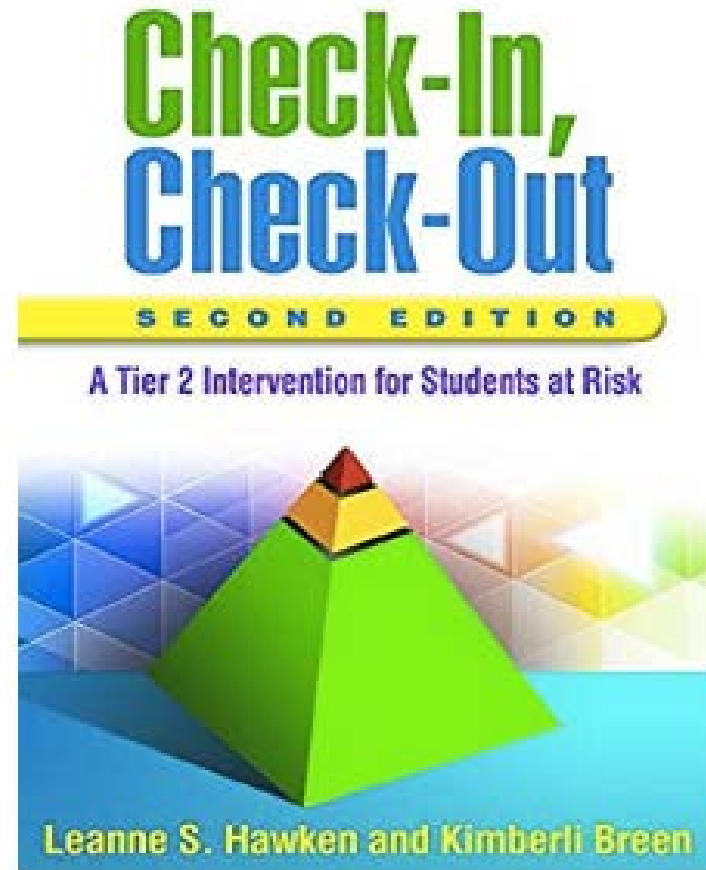
Highlights

Book Highlights

- High School BEP Chapter
- Preschool Chapter
- Appendix
- Important components of the book – not covered in this training

DVD On How To Implement BEP/CICO

Hawken, Pettersson, Mootz, & Anderson (2017). *The Behavior Education Program: A Check-in, Check-out Intervention for Students at Risk.* New York, NY: Guilford Press.

CICO Overview (2nd Edition)
ACTIVITY #2

Take note of the following as you **watch the DVD:**
- Steps of the daily CICO Routine
- Responsibilities of Coordinator and Facilitator
- DPR Card
- Reinforcement System
- Student Identification
- Communication with Staff/Family

CICO Implementation Process

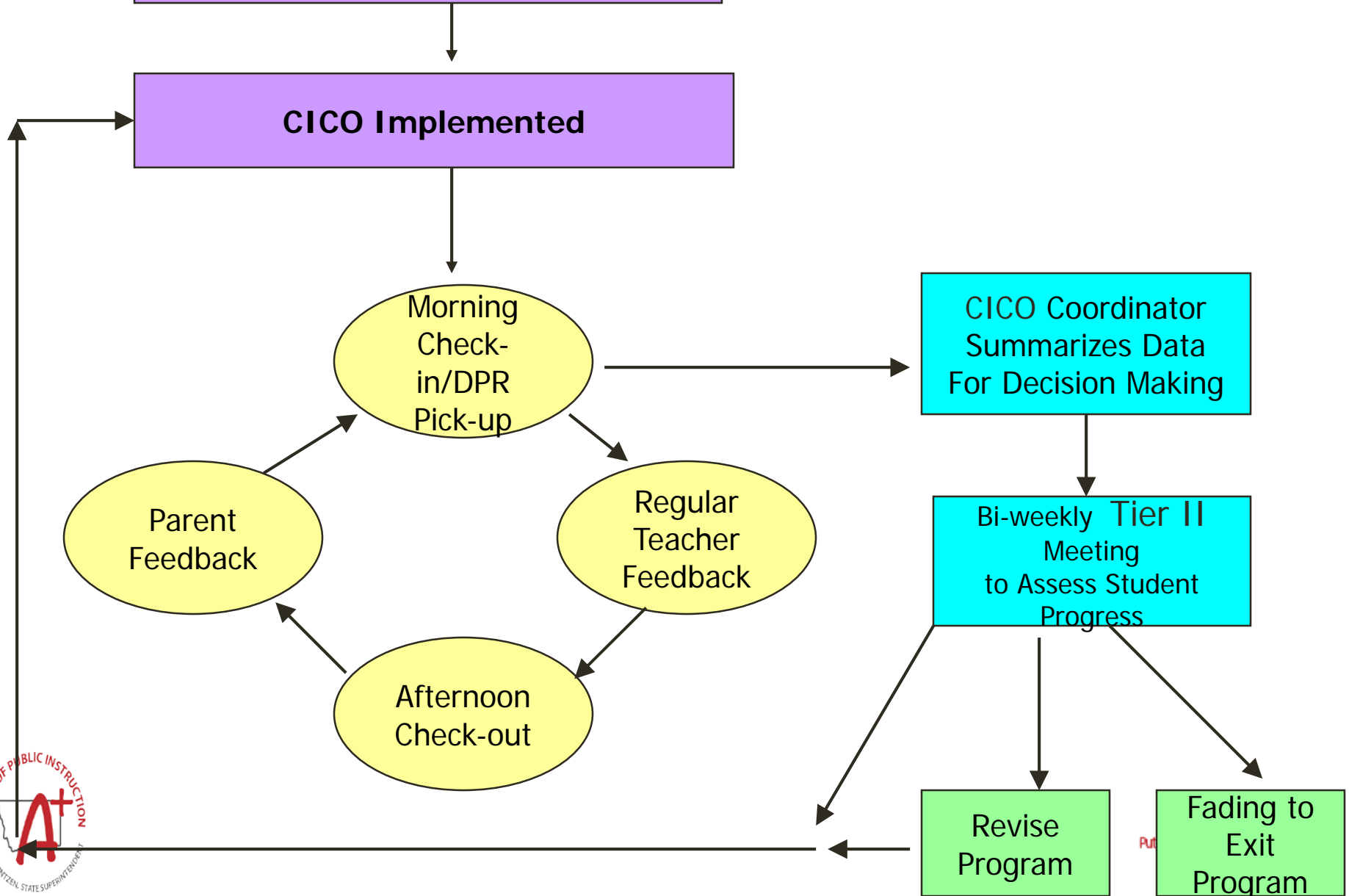**Student Recommended for CICO**

↓

CICO Implemented

↓

Morning Check-in/DPR Pick-up

→ CICO Coordinator Summarizes Data For Decision Making

↓

Bi-weekly Tier II Meeting to Assess Student Progress

Morning Check-in/DPR Pick-up → Regular Teacher Feedback → Afternoon Check-out → Parent Feedback → (back to Morning Check-in/DPR Pick-up)

Revise Program

Fading to Exit Program

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CICO Implementation
Routine Quick Review
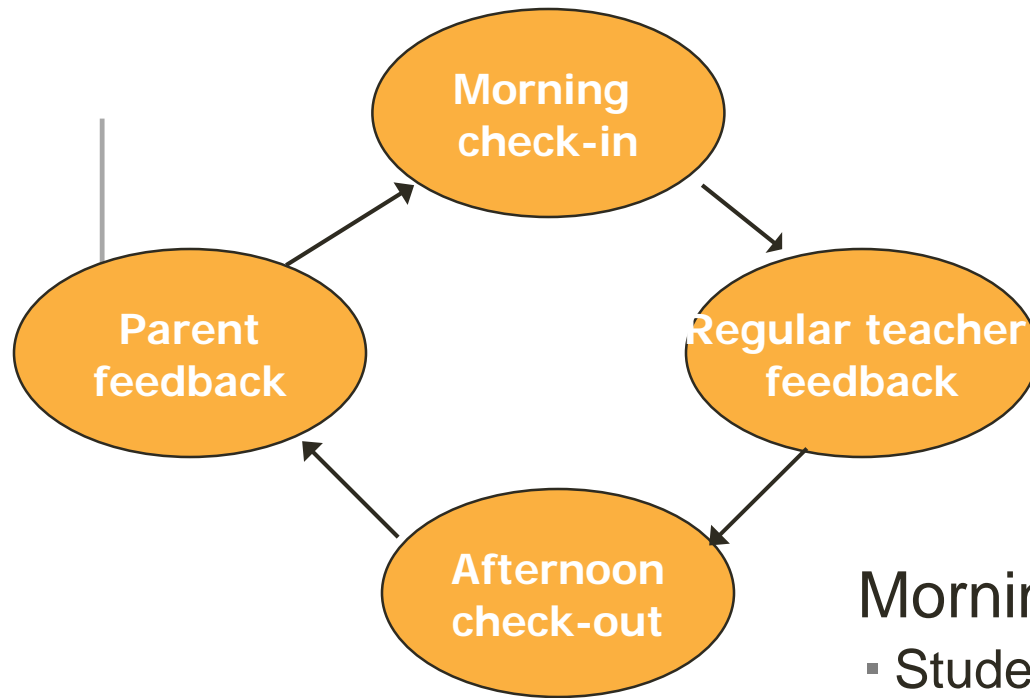
Morning Check-in

- Student comes to coordinator
- Coordinator
  - Reviews home note
  - Gives point card
  - Reviews expectations
  - Sets positive tone
 - Provides missing materials if needed

- ▫ Teacher Feedback
  - ▪ Set schedule for feedback
  - ▪ Student gives card to teacher at start of class
  - ▪ End of class
    - ▪ Teacher provides points based on behavioral expectations
    - ▪ Provides
- ▫ Afternoon check-out
  - ▫ Student comes to coordinator
  - ▫ Coordinator
    - ▫ Reviews point card
    - ▫ Provides feedback/acknowledgements
    - ▫ Prepares home report
    - ▫ Records points for day

- ▫ Parent Feedback
  - ▫ Parent report goes home
  - ▫ Parents provide positive/ neutral feedback
  - ▫ Parents sign report

(Your School)
CHECK-IN
CHECK-OUT
Handbook

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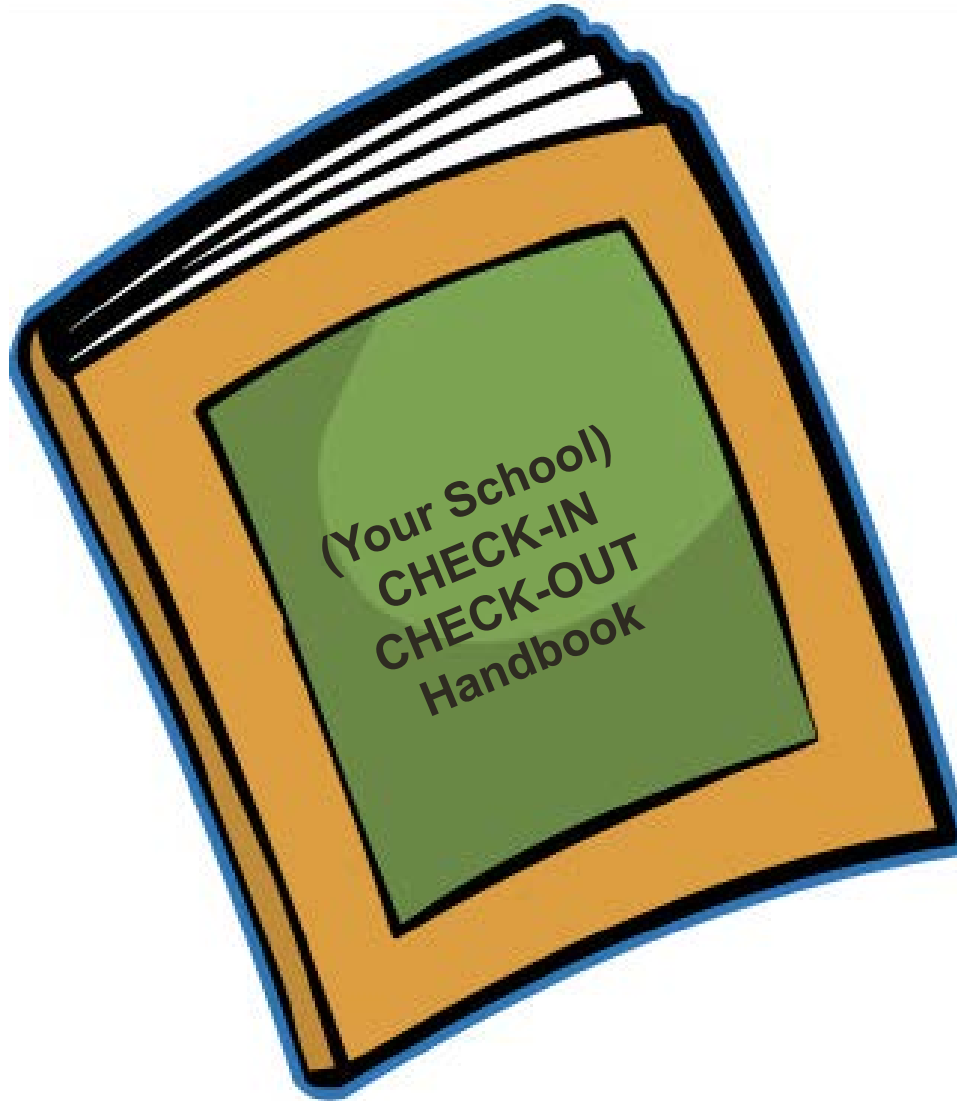
Activity

Module 2
Element 1: CICO Routines

Complete Activity #3: Setting your routine and procedures

Add your Description and Routine into your CICO Handbook template in the section with these titles. Table of Contents and element headings have been provided.

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A Good CICO Coordinator Is. . .

- In the building everyday
- Flexibility in job responsibility to be available at beginning and end of each day
- Students like and enjoy being around
- Positive & Enthusiastic
- Organized & Dependable
- Familiar with data analysis & decision-making

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CICO Coordinator Responsibilities

- Establish rapport with students
- Provide training to all students before they begin CICO
- Facilitate check-in and check-out and/or support those who are in the check-in and check-out role
- Enter data <u>daily</u>
- Organize and summarize student data for meetings
- Contact person for caregivers
- Process requests for assistance
- Lead discussions about CICO at meetings
- Problem solve

CICO Coordinator

Examples

- Social worker
- Counselor
- Special Education teacher
- Paraprofessional
- Title teacher

Time/Role Difficult

- Principal
- Classroom teacher
- Any individual responsible for discipline

Coordinator: Planning for Sustainability

- Plan for turn-over in the coordinator position – designate a "back-up" coordinator

- To ensure sustainability…
  - Document all procedures
  - Provide active management from the leadership team
  - Write coordinator duties into a job description
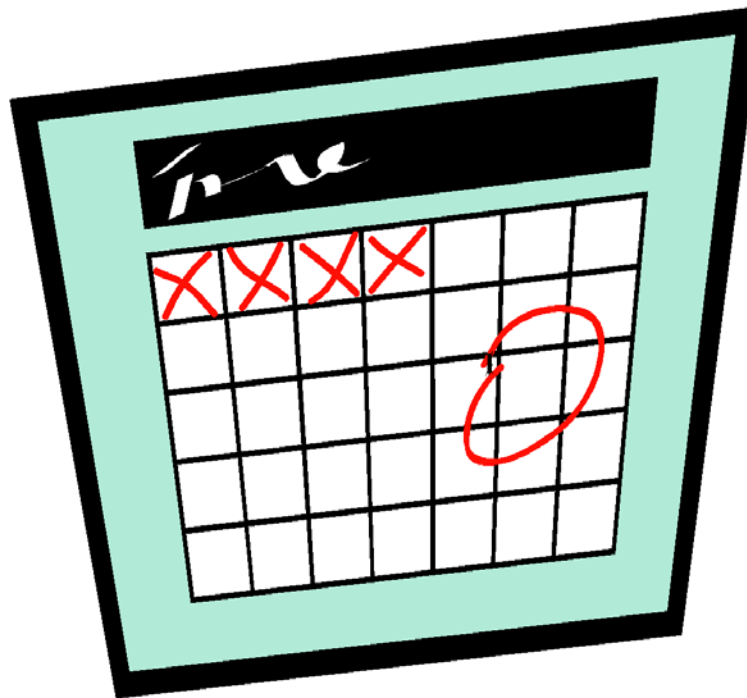 - Devote FTE to the coordinator position

Module 2
Element 2: CICO Coordinator

Read about the element on pages 5-7 and complete Activity #4: Coordinator Identification

Upload your Coordinator job description into your CICO Handbook template

Daily Progress Reports

Note: Schools have NAMED CICO

Grant Middle School STAR CLUB

(Students Tracking Awesome Results)

Daily Progress Report

NAME:_____ DATE:_____

Teachers please indicate YES (2), SO-SO (1), or NO (0) regarding the student's achievement to the following goals.

EXPECTATIONS	1st block	2nd block	3rd block	4th block
Be Safe	2 1 0	2 1 0	2 1 0	2 1 0
Be Respectful	2 1 0	2 1 0	2 1 0	2 1 0
Be Responsible	2 1 0	2 1 0	2 1 0	2 1 0
Total Points				
Teacher Initials				

BEP Daily Goal _32___/_40___   BEP daily score _____/_____   Percentage_____

In training _____   CICO Member _____   Student Signature_____

Teacher comments: Please state briefly any specific behaviors or achievements that demonstrate the students progress
 (if additional space is required, please staple a note and indicate so below)

Goals	Am to Midmorning	Midmorning to Lunch	Lunch	PM		
Be Safe	☺ · ☹	☺ · ☹	☺ · ☹	☺ · ☹	☺ · ☹	☺ · ☹
Be Kind	☺ · ☹	☺ · ☹	☺ · ☹	☺ · ☹	☺ · ☹	☺ · ☹
Be Responsible	☺ · ☹	☺ · ☹	☺ · ☹	☺ · ☹	☺ · ☹	☺ · ☹
Total Points						
Teacher Initials						

Daily Goal _____/_____   Daily Score _____/_____

Teacher Comments: Please state briefly any specific behaviors or achievements that **demonstrate Josh's progress**.

_____

Parent Comments:_____

Parent Signature:_____

CICO Card (PALS Point Sheet)

LAKEWOOD BULLDOGS

Name: _____ Date:_____

Homeroom Teacher: _____

Key 2= Great Job 1= Did OK 0= Tough	**RESPECT** **P**roperty	**RESPECT** **A**ll Others	**RESPECT** **L**earning	**RESPECT** **S**elf
Homeroom	2 1 0	2 1 0	2 1 0	2 1 0
Language Arts	2 1 0	2 1 0	2 1 0	2 1 0
Mathematics	2 1 0	2 1 0	2 1 0	2 1 0
Social Studies Science	2 1 0	2 1 0	2 1 0	2 1 0
Exploratory	2 1 0	2 1 0	2 1 0	2 1 0
PE	2 1 0	2 1 0	2 1 0	2 1 0
Lunch	2 1 0	2 1 0	2 1 0	2 1 0

Daily Goal: _____/56   Daily Score: _____/56
Comments: State briefly any achievements that demonstrate progress.
Parent Signature: _____

Hints On The DPR Design

- Embed in next years student day planner
- Add school mascot and other engaging school logos
- SWIS/CICO for data collection – limit of 5 expectations and 10 times of day on card.
- O, 1, 2 scoring is necessary for SWIS/CICO

Module 2
Element 3: Daily Progress Report (DPR)

Read about element 3 on pages 8-9 and complete Activity #5 on page 9.

Upload your DPR Card into your CICO Handbook

REINFORCEMENT

https://www.youtube.com/watch?v=JA96Fba-WHk

Why Reinforcement?

- Goal of system – additional feedback & reinforcement

- Foster a welcoming and positive environment

- Focuses staff and student on desired behaviors

- Build independence

Reinforcement Types

- Activity Reinforcers
  - Walking, crafts, board games, puzzles, VIP parking space
- Material Reinforcers
  - Stickers, pencils, token/tickets, small toys
- Edible Reinforcers
  - Healthy snacks, juice boxes
- Social Reinforcers
  - High fives, additional recess time or out to lunch early, special seat, VIP parking space

Short Term vs. Long Term Reinforcers

- Short Term Reinforcement
  - Small, daily reinforcement to help keep the student engaged in the intervention.
    - E.g. healthy snack and/or high five when they participate on a daily basis

- Long Term Reinforcement
  - Goals set around daily points that build toward a larger reinforce
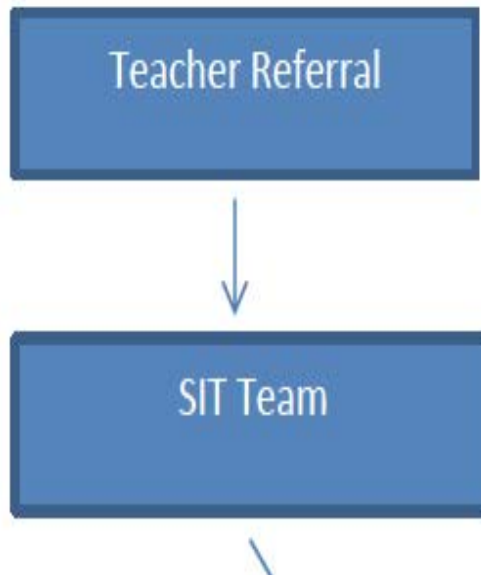   - E.g. saved tickets/tokens that can be used to buy something from a school store

Module 2
Element 4: Reinforcement System

Read about element 4 on pages 10-11 and complete Activity #6 on page 10

Upload your Reinforcement systems into your CICO Handbook

Element 5 – Student Identification

Teacher Referral

↓

SIT Team

Criteria for Tier 2 Interventions

- 3-5 Minor or 1 Major ODR/Month
- 3 or more Absences or Tardies in a Month
- SSBD – 2nd Gateway
- 1 or more D's or F's in quarter
- Parent or Self-Referral

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For Whom Is the CICO Appropriate?

APPROPRIATE

- **Low-level problem behavior (not severe)**
- **3-7 referrals**
- **Behavior occurs across multiple locations**
- **Examples**
  - **talking out**
  - **minor disruption**
  - **work completion**

INAPPROPRIATE

- Serious or violent behaviors/ infractions
- Extreme chronic behavior (8-10+ referrals)
- Require more individualized support
  - Functional assessment
  - Wrap-around services

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Development of Data-Based Decision Rules

How are students eligible for the intervention

How will progress be monitored

How & when will students exit the intervention

Data-Based Decision-Rules: Sample to Consider

a) <u>Identification</u> for CICO:

- – Youth is identified by Universal Screener or has 2 or more Office referrals, or is failing a class

b) <u>Progress-monitoring</u>:

- – DPR data is collected daily & reviewed every other week. Data is collected for 4-6 weeks (individual buildings decide whether 4 or 6 weeks will be better for their students).

c) <u>Exiting/transitioning</u>:

- – Youth received a total of 80% of DPR points averaged per day/week for 4 weeks and has had no new ODRs. Youth will be transitioned into being a CICO student mentor.

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Recommended Timeframes For Data Review

- Student outcome data (student effectiveness):
  - Intervention facilitator to review individual student data at least every 2 weeks

- Intervention Integrity data (Intervention effectiveness):
  - Student aggregate data should be reviewed at least once a month by Secondary Systems Team

Data Used to Identify Students

Student outcome data
- academic and behavior

Universal Screeners (Systematic Screener for Behavioral Disorders SSBD)

Requests for Assistance

- teachers, family members and/or students

Attendance

MTSS
Request for Assistance Referral

Date:_____   Teacher:_____

Student Name:_____   Grade:_____   IEP: Yes   No   (Circle)

Grades:

1st Quarter _____   2nd Quarter _____   3rd Quarter _____   4th Quarter _____

Tardies _____   Absences (Unexcused) _____   (Excused) _____

1. Check the area(s) of concern:

Problem Behavior	Academic	What is your primary concern?
___ aggressive ___ noncompliant ___ disruptive ___ withdrawn ___ tardy ___ lack of social skills ___ Other (specify) _____	___ reading ___ math ___ writing ___ study skills ___ organization	

2. Check the strategies you have tried so far:

General Review	Modify Environment or Teaching	Teach Expected Behaviors	Consequences Tried
___ review cum file ___ talk with parents ___ talk with previous teacher ___ seek peer help ___ classroom assessment ___ Other (specify)	___ changed seating arrangement ___ provide quiet space ___ encourage work breaks ___ change schedule of activities ___ modify assignments ___ arranged tutoring to improve student's academic skills ___ Other (specify)	___ give reminders about expected behavior when problem behavior is likely ___ clarified rules & expected behavior for whole class ___ practiced expected behaviors in class ___ Contract with students ___ Other (specify)	___ increased rewards for expected behavior ___ phone call to parents ___ office referral ___ reprimand ___ loss of privileges ___ meeting with parents ___ Other (specify)

_____

Front Office Gathers:

Discipline Tracker _____   Attendance _____
  (# of ODRs)   (# of minors)   (# of absences)

DATA
Decision Making Process

Team-Initiated Problem Solving (TIPS II) Meeting Minutes

TIPS Meeting Minutes Form   **Tier II/III Team:** [   ]

Meetings	Date	Time (begin and end)	Location	Facilitator	Minute Taker	Data Analyst
Today's Meeting						
Next Meeting						

Team Members (Place "X" to left of name if present)

Today's Agenda Items (Place "X" to left of item or student name after completed):

#	Item		#	Item		Agenda Items for Next Meeting
1.			6.			1.
2.			7.			2.
3.			8.			3.
4.			9.			4.
5.			10.			

Systems Overview

Overall (Tier 2 & 3) Systems Update

	Implementation Fidelity *Data source, schedule, and summary of current level*	Outcome *Data source, schedule, and summary of current level*		Number (#) of students by status				
			#	%	Continue *progressing, not progressing/hold*	Starting	Modify *Needs revision*	Fade/Graduate *Progressing, meets criteria*	Discontinue *Graduated, moved, refer to different team*
Tier 2	Measure: Next Scheduled Evaluation: Summary of current level:	students being served						

⊕ Previously Defined Student Problem – Follow Up Meeting(s)

Student Name (Grade): [   ]

Precise Problem Statement (What, When, Where, Who, Why, How Often)	Solution Actions (Prevent, Teach, Reward, Correct, Extinguish, Safety)	Who?	By When?	Goal & Timeline	Fidelity of Imp.	Effectiveness of Solution
Previous Levels:					☐ Not started ☐ Partial imp. ☐ Imp. w/fidelity ☐ Stopped	☐ Worse ☐ No Change ☐ Imp. but not to Goal ☐ Imp. & Goal met Current rate/level per school day = _____

Student Outcome Data
Used To Progress Monitoring And Assess For Transition…

- Points earned on Daily Progress Report (DPR)
- Reduction in ODRs
- Attendance improvement
- Reduction in In School Suspensions
- Reduction in Out of School Suspensions
- Improvement in grades
- Reduction of tardies

Module 2
Element #5: Student Identification

Read about element #5, pages 12 – 16 and complete Activity #7 on page 12

Upload your student identification process into your handbook

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Family Partnership

➤ All families informed of the CICO as additional support available

➤ Families of students on CICO given orientation of the process and gaining consent

➤ Build on parent communication systems already utilized in the building: email, text, website, etc.

Element #6: Family Partnerships

Read about element #6, pages 17 – 18, and complete Activity #8, page 20

Upload your family letter home into your handbook

Goal of Check-In, Check-Out:
We Want Self-Managers

- Embed self-management strategies as driven by the data

- Fading to scaffold support for student
  - Gradually over several weeks
  - Self-record, check for accuracy
  - Fewer check points during the day
    - Maintain AM and PM times for awhile
  - Manage own CICO account
  - Fewer Check in times during the week/month

Exiting CICO

Define Success

- % of points at goal for X number of weeks
- Reduction in referrals
- Improvement of grades
- Self or adult nomination for graduation

Graduation

Mentor another student

Attend on intermittent schedule

Fading and Self-Monitoring: Phase 1

- Phase 1
  - Teacher and student are given copy of DPR to complete daily
  - At end of each marking period, student and teacher compare points on the DPR card
  - Teacher and student agree upon points earned for the day and discuss any discrepancy
  - Extra points can be rewarded for teacher and student matches

Fading and Self-Monitoring: Phase 2

- Phase 2
  - Teacher ratings are reduced
  - Student checks in at beginning of week and checks out at end of week
  - Student completes DPR and receives teacher feedback at end of week
  - Student is rewarded at the end of each week for meeting goal

Students Who Want To Stay

Some students don't want to stop CICO

Opportunity for Social Recognition

Non-Response To CICO

- 4 to 6 weeks trial

- Reduce the goal to allow success

- Continued non-response add or change intervention

- Reverse Request for Assistance

- Individualizing

REVERSE REQUEST FOR ASSISTANCE

Reverse Request for Assistance Example

Reverse Request for Assistance: Interventions Change
(Addressed to Student's Teacher)

Student Name: _____ **Grade:** _____

Date: _____ **IEP (circle one)** <u>Yes</u> <u>No</u>

Teacher: _____

Based on preliminary data, it has come to our attention that the Intervention (CICO) is NOT having a significantly positive effect on your student (i.e., he/she "is not responding" well to the intervention). Please identify which additional support/s, you feel, would be the best fit for this youth.

1. ____**No change in behavior support requested at this time, please continue CICO.**

2. Social/Academic Instructional Groups:

    ____Problem-Solving: To learn replacement behaviors for fighting, arguing, etc. (externalizing behaviors)

    ____Pro-social Skills: To learn replacement behaviors for avoidance, withdrawal, etc. (internalizing behaviors)

    Academic:

    ____Academic Behavior: To learn replacement behaviors for calling out, getting out of seat, behaviors related to homework, etc.

    ____Academic skills/content area

3. Individualized Check-In/Check-Out: Same CICO with one or more of the following changes:

    ____Change location of Check-In and/or Check-Out

    ____Change Check-In Check-Out person (change adult or use a peer instead)

    ____Change Check-In and/or Check-Out time (or add additional time/s)

4. ____ **Mentoring** (Focus is on connection/relationship between one adult and youth, designed/individualized based on youth needs)

Thank you!

Montana Students First

Element #7: Self-management, Fading And Exiting

Read about element #7, page 21, and complete Activity #9, page 21

Upload your description of fading and exiting to your CICO handbook

Fidelity Check: SYSTEMS

With a fist of 5, show your team's response to each of the Systems for CICO:

CICO Routine
Coordinator Role
Daily Progress Report
Reinforcement System
Student Identification
Family Partnership
Fading and Exiting CICO

Module 3
Check-In Check-Out Training

Goal:

Develop CICO Training for all stakeholders – staff, parents, students and Tier II Team

Element 8: Staff Training Overview

Tier II Systems & Functional Behavior Training for ALL staff prior to CICO Training

CICO is time-limited: students fade to self-management

Positive, not punishment, support

Build upon Tier 1 universals of adult relationship and reinforcement

Tier II intervention, not a behavior contract or support plan

Staff Training

- Building must add their own description of how the Tier II system will operate
  - Data used to identify students
  - Referral/Request for Assistance
  - Reverse Request for Assistance
- Must also introduce the CICO System
- Daily Routine & Procedure
- DPR Card and use
- Appropriate Feedback to students
- Reinforcing Students
- Fading and Exiting for self-management
- Reverse Request for Assistance

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Element 8: Staff Training

Read about element #8, page 3 - 9, and complete Activity #10, page 4

Upload your description of staff training to your CICO handbook

Element 9: Parent/Guardian Training

- Awareness of support in policies, handbook, and conferences – it is not something new just for this child
- Call to invite and review the benefits of CICO
- Letter home to explain and request consent
- Regular updates on students progress
- Sharing of celebrations in CICO

Parent Training

Components to include:

- Purpose of CICO; goal of self-management

- Student daily participation

- DPR Card and Home Report

- Emphasize positive, not punitive
  - Model appropriate feedback

- Reinforcement at home

- Importance of communication

Element 9: Parent Training

Read about element #9, page 10 - 11, and complete Activity #11, page 10

Upload your description of parent training to your CICO handbook

Element 10: Student Training

- Overview at beginning of school for all

- Training for students before entering CICO

- Additional training for CICO mentors/facilitators

Student Training

Components include:

- Expectations

- Goal-setting

- CICO Routine

- DPR Card

- Reinforcement

- Accepting feedback

- Plans for fading & exiting

Element 10: Student Training

Read about element #10, page 11 - 14, and complete Activity #11, page 11

Upload your description of student training to your CICO handbook

Element 13: Team Training

Administrative support critical

Primary Responsibilities of Team:
- Attend Tier II meetings
- Data-based decision making for individual students
- Gather supplemental information on individual students
- Contribute to student/staff training
- Evaluation of interventions for fidelity of implementation and student outcomes

Tier 2 Team Meetings

- Team composition: members

- Effective operating procedures

- Use TIPS problem-solving process

- Discuss priority students first, new referrals, then other issues

- Timeline for implementation

- Schedule for assessment of fidelity of implementation with Coordinator and staff

Activity
Tier 2 TIPS Video and discussion

TIPS: Tier II-III Coordination Meeting

How often does the team meet?
What are the roles of the team you observe?
How do they begin their meetings?
How do they use their decision rules at the meeting?
What does the team do with a newly referred student?

Element 11: Team Training

Read about Element #11, page 15 - 17, and complete Activity #13, page 15

Upload your description of team training to your CICO handbook

Fidelity Check: Training

With a fist of 5, show your team's response to each area of training for CICO:

Staff
Parent
Student

Module 4
Monitoring Student Outcomes
And Intervention Fidelity

Goal:

Evaluate outcomes and fidelity of implementation for effectiveness and decision-making

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SWIS 5.0 CICO

PBISApps.org | SWIS 5 Preview: #5 CICO-SWIS

Other options as you are getting SWIS ready:
- Excel file
- Student made charts
- Teacher made charts

Look at the Data

Average Daily Points By Student Report
Jan 10, 17 to Feb 07, 17

Max Days where Score Possible: 21
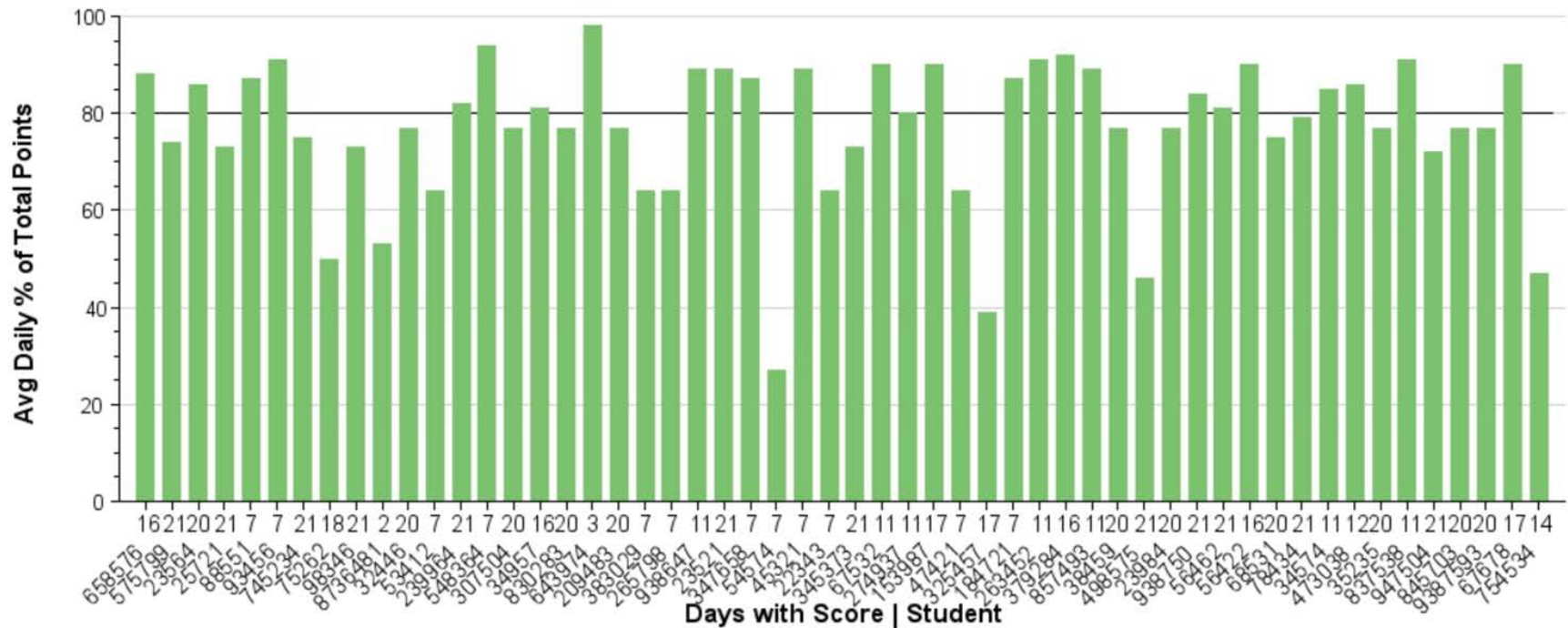
Let's Look At Three Individual Students

Individual Student Count Report
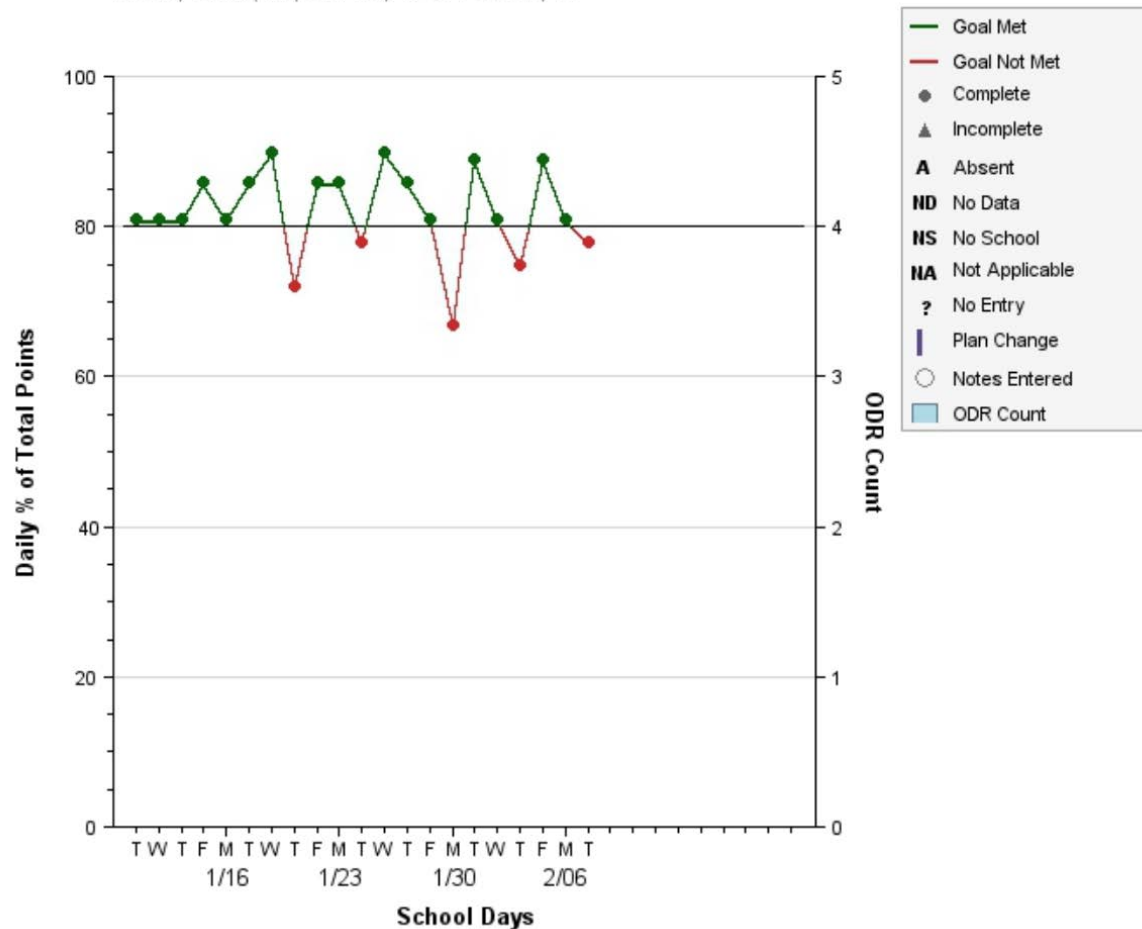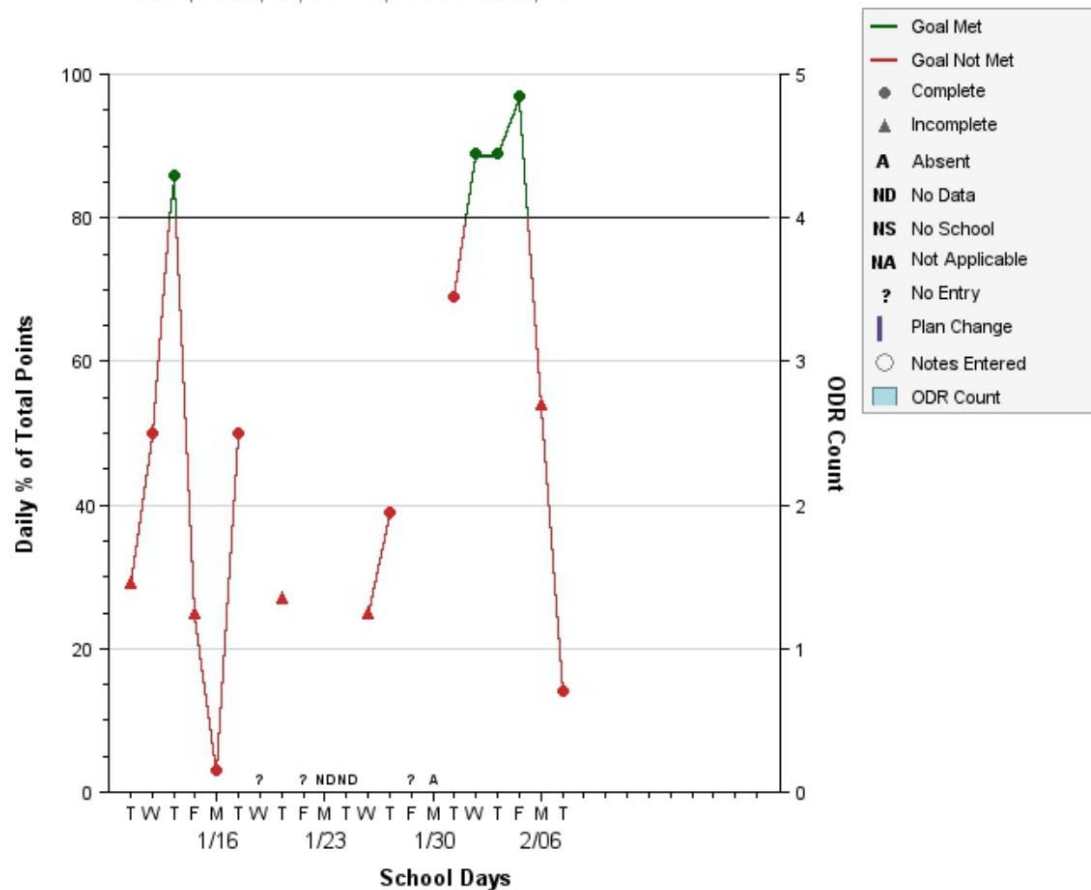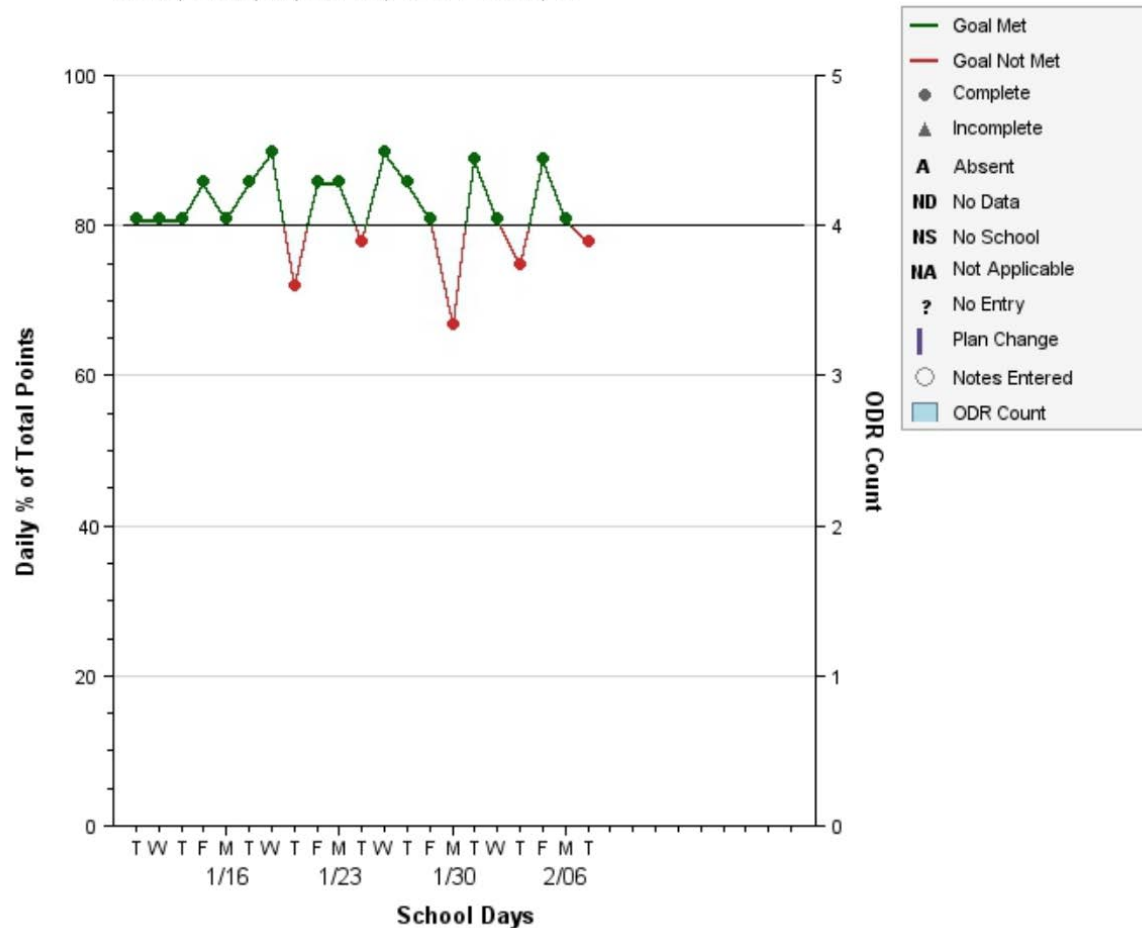CONFIDENTIAL
Anderson, Neal, All, Jan 10, 17 to Feb 07, 17

Let's Look At Three Individual Students

Let's Look At Three Individual Students
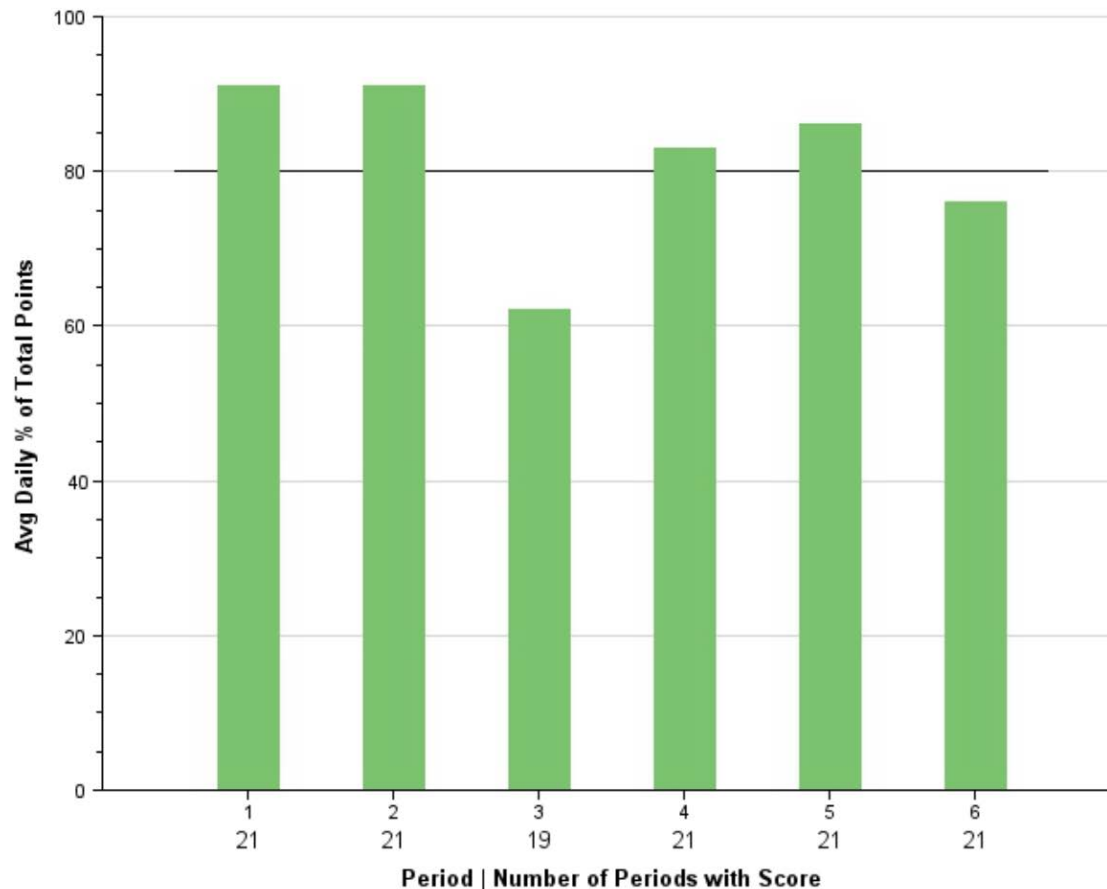
Let's Look Chris Black

DATA

Let's Look Chris Black

Individual Student Period Report
CONFIDENTIAL
Black, Chris, Jan 10, 17 to Feb 07, 17

PBISApps

Max Days where Score Possible: 21

Period | Number of Periods with Score

OFFICE OF PUBLIC INSTRUCTION
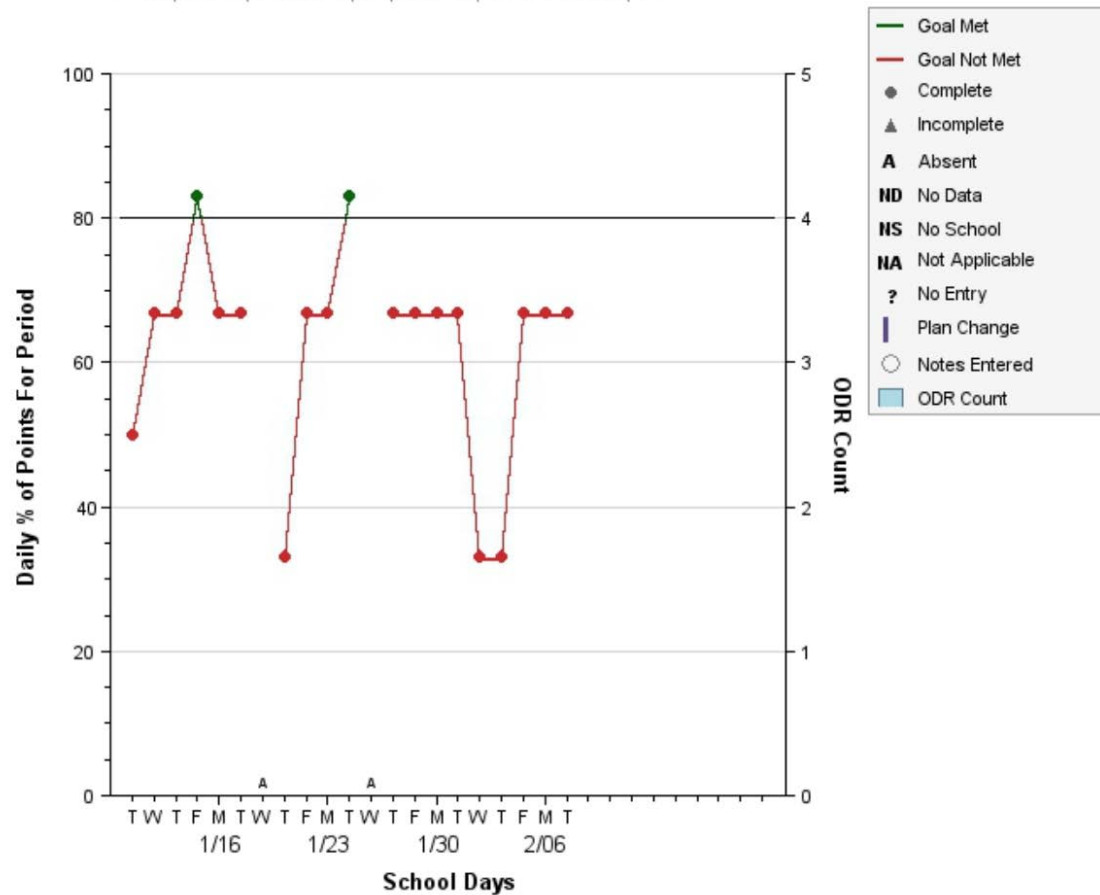ELSIE ARNTZEN, STATE SUPERINTENDENT
OPI.MT.GOV

Let's Look Chris Black

Individual Student Single Period Report
CONFIDENTIAL
Black, Chris, Period 3, All, Jan 10, 17 to Feb 07, 17

Element 12: Monitoring School-wide Outcomes

Read about element #12, page 3 - 7, and complete Activity #14, page 4, 6

Upload your data entry and report schedule to your CICO handbook

Element 13: Monitoring School-wide Outcomes

Read about element #13, page 9 - 12, and complete Activity #15, page 8

Upload your schedule for sharing data and checking fidelity to your CICO handbook

Fidelity Check: Making Decisions

With a fist of 5, show your team's response to each areas of decision making for CICO:

Monitoring Student Outcome
Monitoring Schoolwide Program
Monitoring Fidelity of Implementation

Handbook Completion Time

Add to your Action Plan to complete the CICO Handbook

Available to staff

CICO Readiness Checklist

Booster Sessions: Coming Soon

◆ Supporting Attendance with CICO

◆ CICO with students that display Internalizing Behaviors

◆ Individualization for more intensive support

Resources

Crone, D.A. & Horner, R.H. (2003). *Building positive behavior support systems in schools: Functional behavioral assessment.* New York: Guilford.

Crone, D.A., Horner, R.H. & Hawken, L.S. (2004). *Responding to problem behavior in schools: The behavior education program.* New York: Guilford.

Horner, R.H., & Carr, E.G. (1997). Behavior support for students with severe disabilities: Functional assessment
and comprehensive intervention. *The Journal of Special Education,31, 84-104.*

Horner, R.H., Hawken, L., & March, R. (n.d.). *Targeted interventions.* Retrieved July 24, 2007, from OSEP Technical Assistance on Positive Behavioral Interventions and Supports Web site: http://www.pbis.org.

Jolivette, K., Barton-Arwood, S., & Scott, T.M. (2000). Functional behavioral assessment as a collaborative process among professionals. *Education and Treatment of Children,* 23, 298-313.

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Scott, T.M., Nelson, C.M., & Zabala, J. (2003). Functional behavior assessment training in public schools: Facilitating systemic change. *Journal of Positive Behavior Intervention,* 5, 216-224.

Sugai, G., Horner, R.H., Dunlap, G., Hieneman, M., Nelson, C.H., Scott, T., et al. (2000). Applying positive behavior support and functional behavioral assessment in schools. *Journal of Positive Behavior Change,* 2, 131-143.

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